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suggested by the title, the investigations of the committee were confined to the field of American history. Generally speaking, the report centers around progressive requirements relative to the general organization of the field of American history for teaching purposes in junior and senior high schools, maps to make, dates and events to know and remember, personages to know and identify, topics with which pupils should be familiar on completing the course, and general method of procedure. The committee made its report to the Department of History and Other Social Studies of Academies and High Schools in Relation with the University of Chicago, May 10, 1918. The writer of this article will be glad to send free of charge a reprint of the report upon request.

CHARTS AND MAPS

History teachers should know of the excellent historical maps that have recently been published in this country. Out here in the Central West two companies have been very active along this line. The Denoyer-Geppert Company¹ has rather recently placed on the market a series of maps in ancient, European, and American history. The editors of these series are Professors J. H. Breasted, S. B. Harding, A. B. Hart, and H. E. Bolton. Besides these three series the same company recently published a series of war-aims maps, which should still be in demand even though the war is over.

The A. J. Nystrom Company, also of Chicago, has recently published two series of maps, one in the field of ancient history, the other in mediaeval and modern history. In general character there is little difference in the maps in these two series and in the two mentioned above in the same field. Both companies sell the maps singly or in sets. History teachers should not fail to take advantage of the present interest in history and secure for their department an ample supply of material of this type. These companies will be glad to send descriptive catalogues on receipt of a request for them.

II. BOOK NOTES AND REVIEWS

WOODHULL, J. F. *The Teaching of Science*. New York. Macmillan, 1918. Pp. xiv+249 \$1.25.

The author of this book has been writing illuminating papers upon the use of natural science in education for more than twenty years. Some of the best of these are gathered together in this volume. While most of the

¹ 460 Ohio Street, Chicago, Illinois.

papers deal with the teaching of physical science, every science teacher will read the pages with profit and will chuckle many a delighted chuckle as he finds his difficulties so typically portrayed and the remedies so simply indicated. The book is primarily a plea for a return to the natural-history point of view in teaching science. The author says, "Certainly whatever we may profess in the prefaces of our textbooks, we are actually doing less in our schools today than we did fifty years ago to make sciences minister to the needs of our common life."

Throughout the book, and especially in the long chapters on the teaching of physical science from which the foregoing quotation is taken, the author points out topics and the method of handling topics so as to make our science "minister to the needs of our common life."

In no uncertain terms he makes evident that the university is an institution for the preparation of specialists and not for the preparation of successful high-school teachers. He pays his respects also to the laboratory work as follows: "The most unsatisfactory part of the physics requirement (or supposed requirement) has been the laboratory work. I say supposed requirement, for probably no one in any position to *require* has ever wished for such extremities of mathematical frivolities as many of the recent offshoots from the colleges have vainly tried to implant in high-school laboratories."

Some of the most interesting of the eighteen chapters of the book are two on the teaching by projects. From one of these the following quotation is taken. "If the two or three hundred 'fundamental principles' in physics, for example, are fundamental, why do intelligent people having once learned them forget them without regret? Why do engineers have little use and much contempt for them? Why do those engaged in research in fields of physics ignore them? Is it tacitly for purposes of mental discipline that they are taught? Are students in schools and colleges made into scientists by learning the so-called fundamental facts, or by practicing the methods of a scientist in finding the solution of real problems?"

TRAFTON, G. H. *The Teaching of Science in the Elementary School*. Boston: Houghton Mifflin Co., 1918. Pp. x+243. \$1.30

The author considers that the major aims of science teaching can be included under four aims: the avocational, the social, the hygienic, and the vocational. The latter he thinks may be committed in a book dealing with elementary science.

He believes that the proper material for science work is to be determined by the immediate interests and needs of pupils, not by the preparation for